

**EXPLORING STUDENTS' EXPERIENCES ON USING PEER
REVIEW IN WRITING SHORT STORY AT CREATIVE
WRITING COURSE**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in the English Education Department



By:

Alma Ariyani
SN. 2521093

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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2025

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COURSE

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

Pekalongan, 9 Mei 2025
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MOTTO

“Maka sesungguhnya bersama kesulitan ada kemudahan, sesungguhnya bersama kesulitan ada kemudahan”

(Al-Insyirah: 5-6)

“No matter what situation, just don’t give up even if you feel like giving up”

(Mark Lee)

“Get a diploma!”

(Choi Seungcheol)



ABSTRAK

Penulisan kreatif mengajak siswa untuk mengeksplorasi imajinasi, suara pribadi, dan keterampilan naratif, terutama dalam penulisan cerita pendek yang membutuhkan ketepatan dalam alur, karakter, dan tema. Meskipun peer review umumnya digunakan untuk mendorong kolaborasi dan revisi, perannya dalam mendukung pengalaman belajar siswa dalam konteks kreatif dan ekspresif masih kurang dieksplorasi. Penelitian ini bertujuan untuk mengeksplorasi bagaimana siswa mengalami penggunaan peer review dalam menulis cerita pendek dalam kursus penulisan kreatif. Metode yang digunakan oleh peneliti ini adalah desain penyelidikan naratif kualitatif. Peneliti menggunakan dokumentasi dan wawancara semi-terstruktur dengan empat mahasiswa pendidikan bahasa Inggris yang telah terlibat dalam peer review untuk mengumpulkan data. Analisis tematik dilakukan dengan menggunakan kerangka kerja Braun dan Clarke (2006), dengan interpretasi yang dipandu oleh teori Dewey (1938) tentang pengalaman edukatif dan mis-edukatif. Hasilnya menunjukkan bahwa baik sebagai pemberi maupun penerima umpan balik, siswa memiliki pengalaman edukatif dan pengalaman mis-edukatif saat menggunakan peer review dalam menulis cerita pendek. Penelitian ini menawarkan wawasan yang mungkin bermanfaat bagi siswa dan pendidik yang ingin meningkatkan efektivitas peer review dalam instruksi menulis.

Kata kunci: *Peer review, penulisan kreatif, pengalaman siswa, cerita pendek, umpan balik*

ABSTRACT

Creative writing invites students to explore imagination, personal voice, and narrative craft, especially in short story writing that requires precision in plot, character, and theme. While peer review is commonly used to encourage collaboration and revision, its role in supporting students' learning experiences in creative, expressive contexts remains underexplored. This study aims to explore how students experience using peer review in writing short stories within a creative writing course. This method used by the researcher is a qualitative narrative inquiry design. The researcher used documentation and semi-structured interviews with four English education students who had engaged in peer reviewing to collect data. Thematic analysis was conducted using Braun and Clarke's (2006) framework, with interpretation guided by Dewey's (1938) theory of educative and mis-educative experience. The results show that both as feedback giver and recipients, students had educative experiences and mis-educative experiences while using peer review in writing short story. The study offers insights that may be beneficial for students and educators seeking to enhance the effectiveness of peer review in writing instruction.

Keywords: Peer review, creative writing, students' experiences, short story, feedback



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His presence and dignity and given me wisdom, health, and patience to write my thesis entitled **"Exploring Students' Experiences On Using Peer Review In Writing Short Story At Creative Writing Course"** can be completed. It is submitted to the English Education Department, UIN K.H Abdurrahman Wahid Pekalongan, to fulfill one of the requirements of the *Sarjana Pendidikan* degree. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

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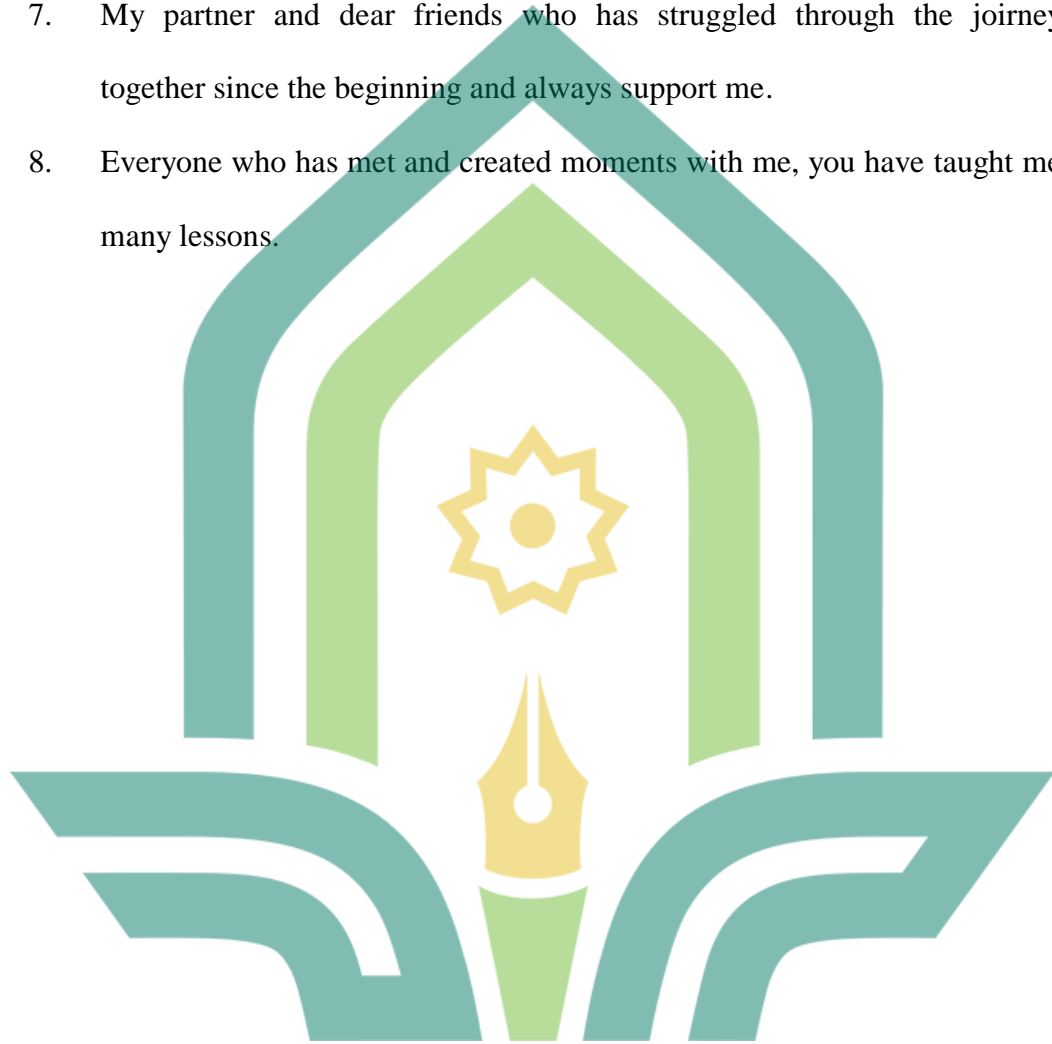
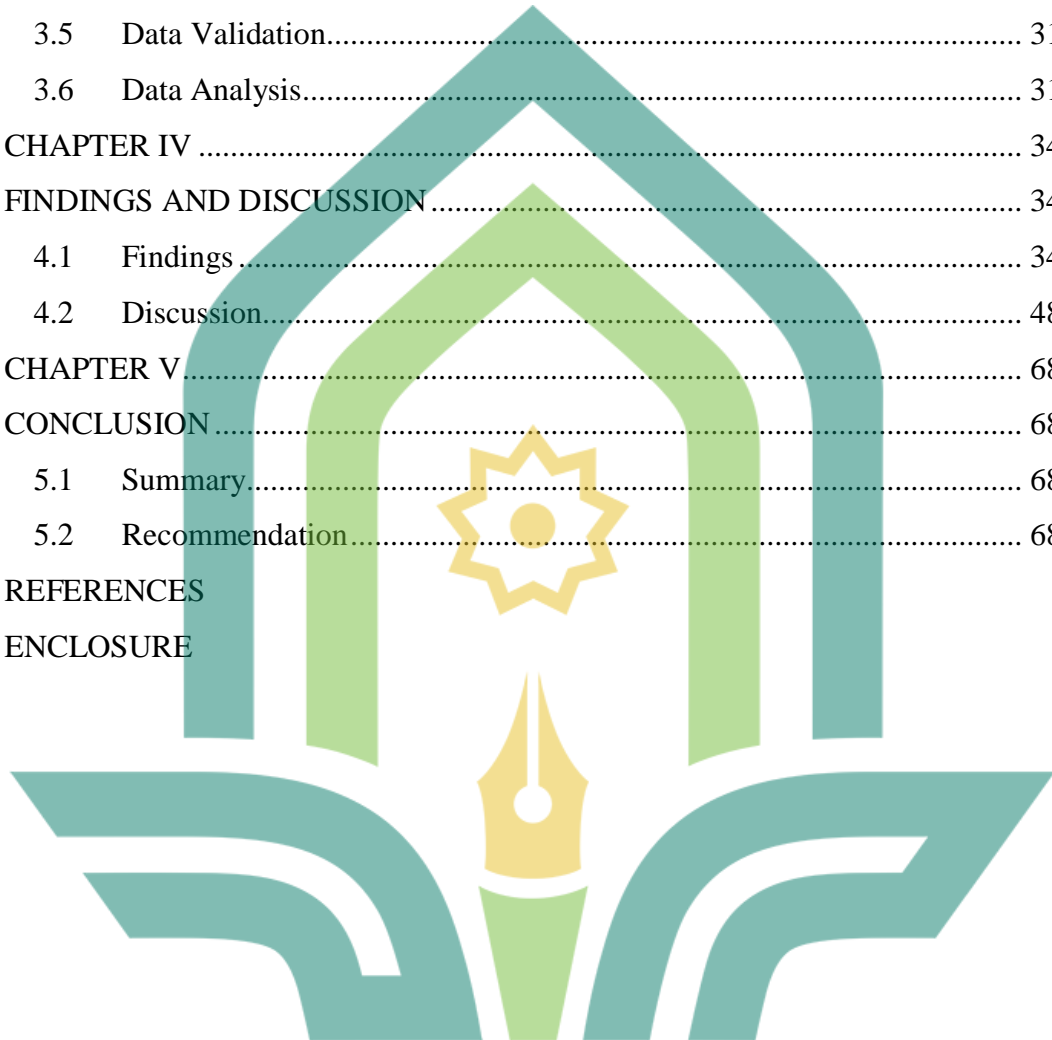


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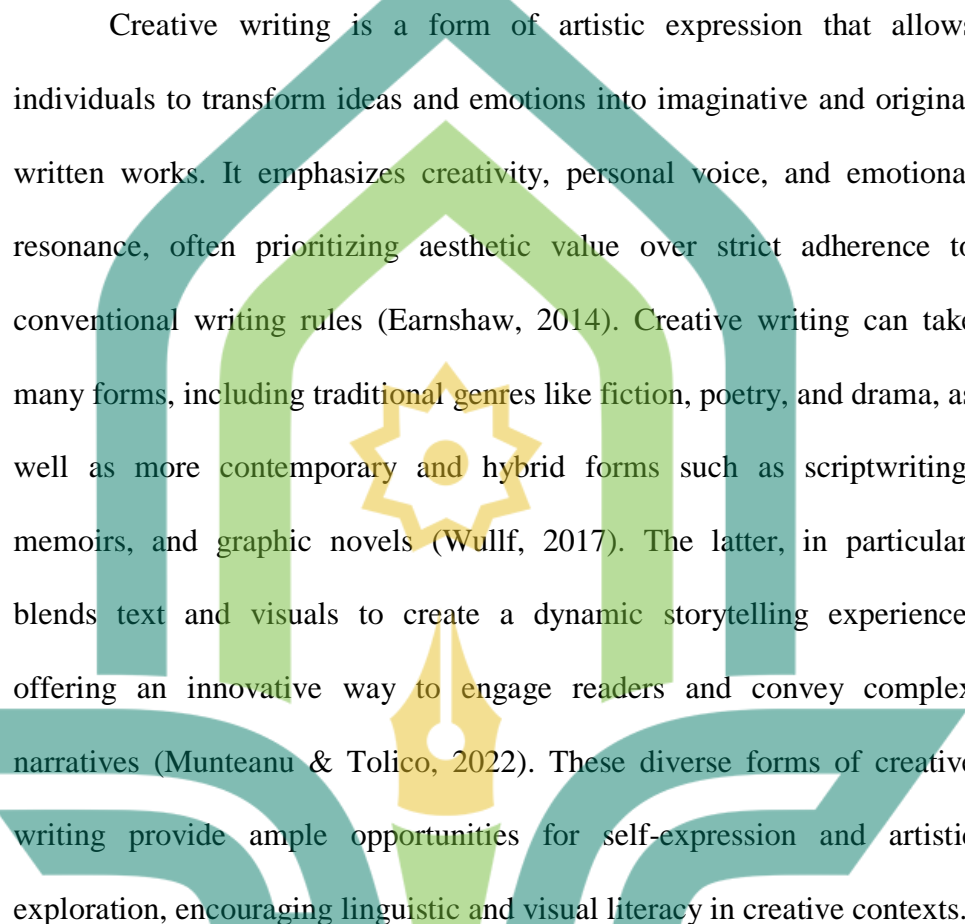
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CHAPTER I

INTRODUCTION

1.1 Background of The Study



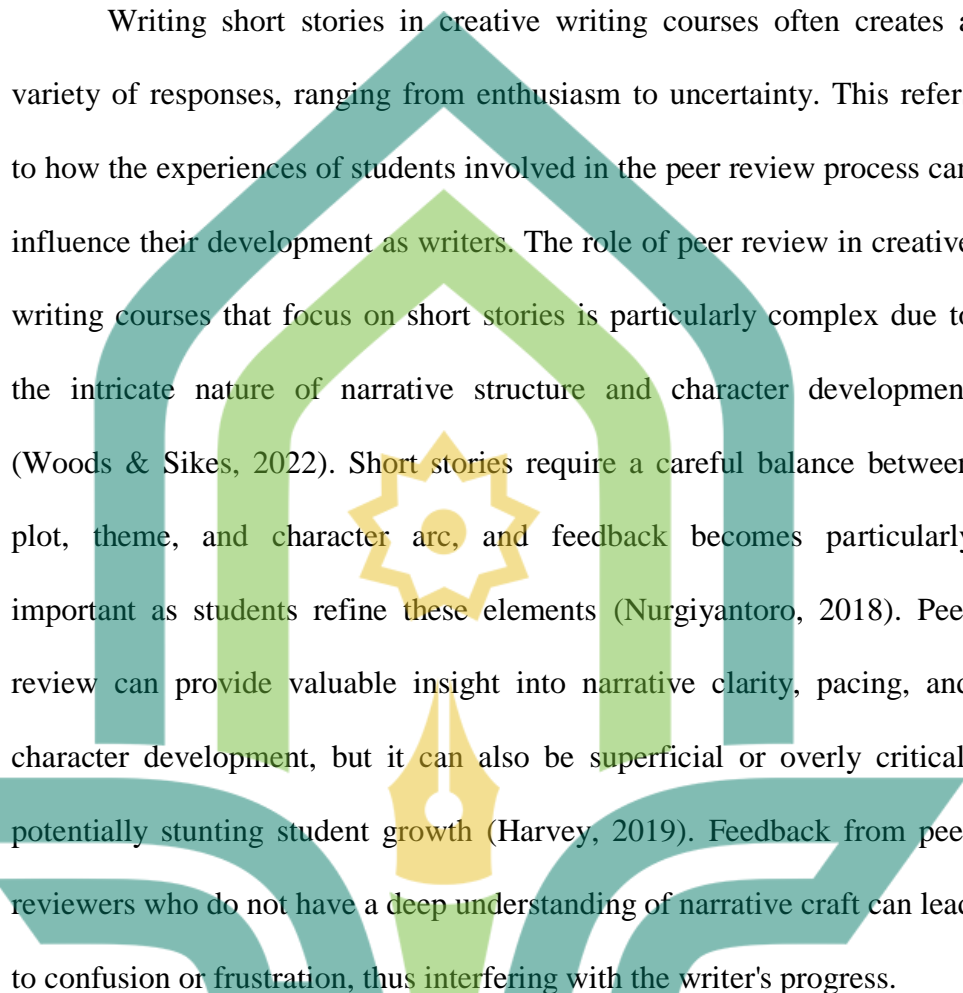
Creative writing is a form of artistic expression that allows individuals to transform ideas and emotions into imaginative and original written works. It emphasizes creativity, personal voice, and emotional resonance, often prioritizing aesthetic value over strict adherence to conventional writing rules (Earnshaw, 2014). Creative writing can take many forms, including traditional genres like fiction, poetry, and drama, as well as more contemporary and hybrid forms such as scriptwriting, memoirs, and graphic novels (Wulff, 2017). The latter, in particular, blends text and visuals to create a dynamic storytelling experience, offering an innovative way to engage readers and convey complex narratives (Munteanu & Tolico, 2022). These diverse forms of creative writing provide ample opportunities for self-expression and artistic exploration, encouraging linguistic and visual literacy in creative contexts.

A short story is a distinctive form of creative writing that focuses on delivering a concise narrative, typically revolving around a singular event or theme (Hanson, 1984). It allows writers to explore deep emotions, complex characters, and vivid settings in a limited space, making brevity its defining feature. According to Poe (1846), the short story should aim to evoke a singular emotional response or effect, making every element of the narrative—plot, character, and setting—work harmoniously toward

that goal. Short stories often employ a tight narrative structure, allowing the writer to focus on a specific moment in time or a pivotal conflict, offering a sense of resolution or emotional impact by the end (Johnston, 2019). The genre provides an accessible way for writers to experiment with different narrative techniques, including symbolism, unreliable narrators, and experimental language, making it a versatile medium for creative exploration (Clarke, 2021).

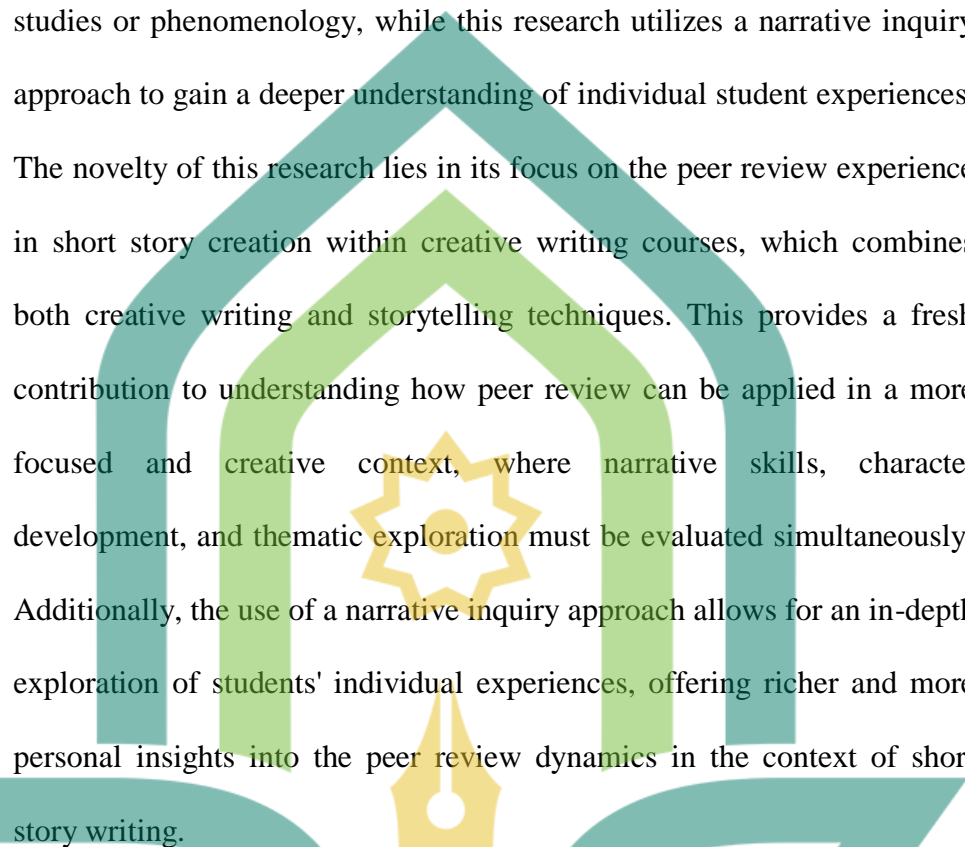
In this context, peer review plays an essential role in refining creative works, particularly when dealing with complex forms like short stories. According to Zhang & Luo (2022), peer review involves students reviewing and suggesting modifications to each other's work, which helps them actively participate in the writing process. This dual role of being both writer and reviewer enhances learning and collaboration, allowing students to receive valuable diagnostic feedback and improve their creative outputs. Feng (2023) emphasizes the importance of peer review in second-language writing instruction, highlighting its benefits in improving learning efficiency, building good writing habits, and increasing motivation. Furthermore, Knipps (2023) argues that peer review positively impacts writing performance by encouraging revision, strengthening critical thinking, and improving communicative competence. By receiving diverse perspectives, students can identify areas for improvement, particularly in elements like plot structure, character development, and narrative voice in short stories. This collaborative feedback process

ultimately helps students refine their writing, creating more engaging and polished narratives (Warren & Holme, 2016).



Writing short stories in creative writing courses often creates a variety of responses, ranging from enthusiasm to uncertainty. This refers to how the experiences of students involved in the peer review process can influence their development as writers. The role of peer review in creative writing courses that focus on short stories is particularly complex due to the intricate nature of narrative structure and character development (Woods & Sikes, 2022). Short stories require a careful balance between plot, theme, and character arc, and feedback becomes particularly important as students refine these elements (Nurgiyantoro, 2018). Peer review can provide valuable insight into narrative clarity, pacing, and character development, but it can also be superficial or overly critical, potentially stunting student growth (Harvey, 2019). Feedback from peer reviewers who do not have a deep understanding of narrative craft can lead to confusion or frustration, thus interfering with the writer's progress.

Previous studies have explored various aspects of peer review in writing education, but there remains a gap in research specifically addressing students' experiences with peer review in creative writing courses, particularly in the context of short story writing. The main gap in this research lies in its method and focus. Previous studies, such as those by Lestari (2023), Rifda (2020), Belen & Francisco (2024), and Susanti (2023), primarily focus on writing skills in academic texts or literature,



whereas this study emphasizes the technical and creative aspects of short story creation. Most of these studies adopt general approaches like case studies or phenomenology, while this research utilizes a narrative inquiry approach to gain a deeper understanding of individual student experiences. The novelty of this research lies in its focus on the peer review experience in short story creation within creative writing courses, which combines both creative writing and storytelling techniques. This provides a fresh contribution to understanding how peer review can be applied in a more focused and creative context, where narrative skills, character development, and thematic exploration must be evaluated simultaneously. Additionally, the use of a narrative inquiry approach allows for an in-depth exploration of students' individual experiences, offering richer and more personal insights into the peer review dynamics in the context of short story writing.

This study seeks to explore how students in a creative writing course focused on short story creation experience the peer review process, with particular attention to whether it is perceived as educational or mis-educative. By focusing on students' experiences, this study aims to provide insights into the ways that peer review can be optimized in creative writing courses, particularly in those focused on short stories, to ensure that it serves as an educational tool rather than a mis-educative one. This research could help understand the benefits and limitations of peer review in creative writing courses and offer recommendations for educators to

improve peer review processes for better learning experiences. Ultimately, this study aims to add to the broader conversation on how to enhance creative education, ensuring that students are supported in their literary endeavors while gaining valuable skills for both their academic and professional futures.

1.2 Limitation of The Problem

In this study, the researcher only focused on the students' experiences on using peer review in writing short story at creative writing course from two perspectives: as feedback givers and as feedback recipients. This research was conducted at a university in Pekalongan.

1.3 Formulation of The Problem

This study provides a research question. The researcher explored, "How are students' experiences using peer review in writing short stories in creative writing course?"

1.4 Aim of The Study

This study aimed to explore how students' experiences in peer reviewing short story at creative writing course.

1.5 Operational Definitions

To avoid difficulties, the term used in this research is researcher. The researcher offers several definitions related to research, as follows:

1. Experience : The term experience is defined by Dewey (1916) as a continuous process of

interaction between the individual and their environment, where meaning is derived through reflection and active engagement.

2. Peer Review : Peer review refers to a process where students critique each other's work, offering constructive feedback that can help improve the quality of the work and promote individual learning (Topping, 2003).

3. Short Story : According to Poe (1846), short story is a literary work designed to evoke a single, powerful effect on the reader, where every element of the story, including plot, character, and theme, contributes to achieving a consistent emotional goal.

4. Creative Writing : Creative writing is the art of writing that emphasizes originality, imagination, and self-expression, often through forms such as fiction, poetry, and drama (Earnshaw, 2010).

1.6 Significances of The Research

The researcher expects that this research can provide the following advantages:

1. Theoretical : The research will support Dewey's theory, which focuses on how students' subjective experiences of peer feedback shape their understanding of learning and creative writing skills.
 2. Empirical : This research will provide empirical insight into students' experiences on using peer review in writing short story in creative writing courses.
 3. Practical : This research will provide insights for teachers in designing and implementing peer review in creative writing courses.
- The results of this study will also be able to help develop more effective learning methods and support the improvement of students' writing skills through peer feedback.

CHAPTER V

CONCLUSION

5.1 Summary

Based on the results and discussion in the previous chapter, researchers found that students experienced both educative and mis-educative on using peer review in writing short story at creative writing course whether as feedback givers or recipients. As feedback giver, students described educative experiences such as engaging in providing relevant feedback, being actively participated in the learning, getting better critical thinking, and becoming future-oriented in writing. Meanwhile, as feedback recipients, students reported getting relevant comments, being more active in writing class, being more critical in writing, and becoming more future-oriented in writing.

However, the researcher also found mis-educative experiences in both roles. As feedback givers, some students experiencing unreflective peer review and becoming past-oriented in writing. Similarly, as feedback recipients, students reported getting irrelevant comments, being passive in the learning process, experiencing unreflective peer review, and becoming past-oriented in writing.

5.2 Recommendation

This study still has several limitations and requires further development in various aspects. Therefore, it is suggested that future research can explore students' experiences in using peer review more deeply, not only in the

context of short story writing. There are various forms of creative writing and different peer review methods or platforms that could be examined to enrich our understanding of how students engage with peer feedback. Additionally, while this study only involved students as the primary subjects, future research could consider to involve lecturers, whose experiences in facilitating peer review in creative writing courses to provide different and valuable perspectives.



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